

Woodston Primary School
Reading Policy

Intent: Reading for Pleasure

‘Reading for pleasure is the single most important indicator of a child’s success.’ (OECD 2002)
‘The will influences the skill and vice versa.’ (OECD 2010)

We seek to nurture a love of reading which will last a lifetime. We wish to enable our children to become confident, motivated readers who can use a range of texts in a variety of ways to prosper through education and on into adulthood.

At Woodston Primary School, we believe that every pupil has the right to learn how to read – no child will be left behind.

Intent: Phonics (reading and spelling)

We believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are taught how to tackle any unfamiliar words as they read. At Woodston Primary School we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development (including vocabulary) for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Intent: Comprehension

We value reading as a crucial life skill. By the time children leave us, they have been taught to read confidently for meaning and encouraged to regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, the leadership of Early Reading is shared by a team of three, headed by the Phonics Lead, who drive the early reading programme in our school (Reception/Year 1 upwards). These people are highly skilled at teaching phonics and reading, and they monitor and support the teachers and TA’s who teach Early Reading and Phonics, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

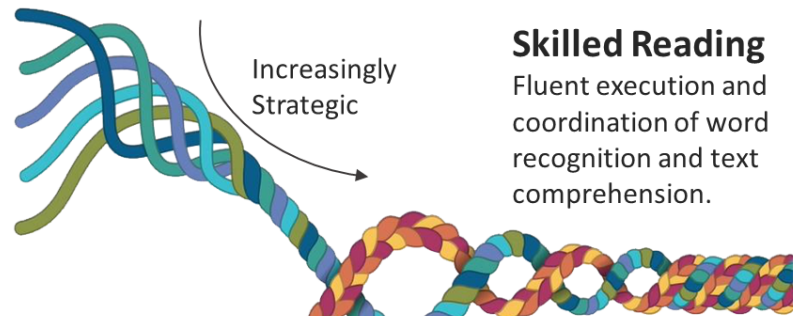
At Woodston Primary School, we believe that learners should experience the joy of discovery; solving problems; being creative and developing their self-confidence. Children are successful when they are excited and engaged; when there is joy in what they are doing, a love of learning grows.

With this in mind, all aspects of our reading programme should all be enjoyable, from the systematic teaching of phonics to the advanced critique of a text.

Through our reading curriculum, we teach all aspects of Scarborough's Reading Rope (2001).

Language Comprehension

Background Knowledge
Vocabulary Knowledge
Language Structures
Verbal Reasoning
Literacy Knowledge



Word Recognition

Phonological Awareness
Decoding (and Spelling)
Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Word Recognition is taught through:

- A systematic synthetic phonics programme (Little Wandle Letters and Sounds Revised)
- The explicit teaching of tricky words and common exception words
- The explicit teaching of language patterns such as prefixes and suffixes.

Language Comprehension is taught through:

- Timetabled guided reading sessions.
- Timetabled whole-class reading sessions.
- Direct vocabulary instruction
- The Power of Reading

Implementation: Phonics and Early Reading curriculum

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in the second week that children are full time in the first half of the Autumn term.
- We follow the [*Little Wandle Letters and Sounds Revised expectations of progress*](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Keep-up lessons ensure every child learns to read

- In Reception and Year 1, any child who needs additional practice has Keep-up support (3 times a week), taught by a fully trained adult. Keep-up lessons use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We

use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.

- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- Children in Year 3 and up access Rapid Catch-up sessions as needed.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Every teacher in our school has been trained to teach reading via the Little Wandle scheme, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Weekly content grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

Implementation: Reading for Pleasure

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at our School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have an online reading record through the Boom Reader app. The parent/carer can record comments to share with the adults in school if they wish to do so.

- As the children progress through the school, they are encouraged to write their own comments in the Boom Reader app.
- The Boom Reader app automatically creates a log of what has been read, including books from school and other texts the children select for themselves from their own collections at home or from the library.
- The school library is made available for classes to use.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Implementation: Whole-Class Reading

From year 2 onwards, children take part in three whole-class reading sessions per week. The approach echoes the Guided Reading in EYFS and Year 1 in order to promote consistency across the school. Each session has a different focus: vocabulary, prosody and comprehension. This can be adapted to meet the needs of learners as they move through school; teachers have ownership of this and make changes accordingly.

High-quality texts are selected for whole-class reading to ensure the children are consistently exposed to excellent reading materials. Over the course of two weeks, all children in the class will be heard read, supporting accurate assessment of reading.

Implementation: The Power of Reading

One of the benefits of the Power of Reading is ‘to give children a rich and diverse experience of literature, the motivation and willingness to read, supporting the development of a culture of reading for purpose and pleasure.’ (CLPE, 2023)

The Power of Reading is a whole school learning and teaching approach which engages teachers and children in the English curriculum through the use of high quality books and proven teaching approaches. The Power of Reading combines the use of outstanding books with an approach to teaching the English curriculum that is creative and engaging while developing a love of literacy in all its forms. The Power of Reading resources enable our teachers to contextualise language, grammar, phonics and spelling in meaningful ways and plan for progression, enabling children to work at greater depth in both reading and writing.

Please see the link below for guidance on how to encourage reading for pleasure.

[Reading-for-Pleasure-What-Works](#)

Implementation: Direct Vocabulary Instruction

Direct vocabulary instruction involves the intentional focus on words and their meanings. Teachers use a variety of methods to help students learn new vocabulary words directly.

Direct Vocabulary Instruction takes place daily. Up to eight words are selected from the Power of Reading text being studied. These are Tier 2 words which will enhance both understanding of the text and general vocabulary.

DVI sessions are based on the Word Aware approach:

1. Get excited about words
 - a. Play word games
 - b. Word challenges
 - c. Retrieval practice of previously learned words
2. Teach words (Goldilocks Words/Tier 2 Words)

- a. Share the word and identify the word class.
 - b. Count syllables and notice any rhyming patterns.
 - c. Teach the meaning in a real-life context.
 - d. Children orally rehearse the word in a sentence before writing.
3. Independent word learning
- a. Children to explore words using thesaurus and dictionary.
 - b. Children to use similar skills to discover the meaning of other unfamiliar words eg in science, RE, history, etc

Vocabulary is also taught in non-core lessons. This is generally Tier 3, subject-specific language which is needed for the content of the lesson to be understood. This vocabulary is included on the knowledge strip for the lesson as an aide memoire.

Implementation: Developing Fluency through Independent reading

Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value.

In Foundation Stage and Year 2, children are heard to read three times per week by an adult. The children's home reading books are matched to the Guided Reading Text and are accessed digitally.

As children move into Year 2 and beyond, teachers will listen to all children read over the course of a two-week period. More frequent 1:1 reading will be timetabled for specific children depending on their need.

Children are responsible for choosing their own books from year 3 onwards. This allows them to develop their independence and to select books which interest them. We encourage re-reading of books they have enjoyed.

Implementation: Class Books

Texts that are age appropriate and of interest to the children are read aloud by the teacher at least 3 times a week. We believe that giving children the opportunity to hear an adult or teacher read to them develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. Most importantly however, story time allows our teachers to share their passion for reading.

Implementation: Cross Curricular Reading:

We actively encourage the children to become fully involved with their learning and encourage them to read a range of themed books which will support their work across the curriculum. This may be using the books from our school library, researching internet sites, or gathering information from non-fiction texts.

Implementation: Home Reading

Parental support is valued enormously at Woodston and we understand and value the impact it has on children's progress and attainment in reading. Regular reading workshops will be held to keep parents informed about reading. Reading documents and slides are given out at these workshops to allow parents to be fully informed of the learning that happens at each phase.

Parents are encouraged to use reading prompts/questions and make relevant comments about their child's reading or understanding on the BoomReader app.

From Reception, children have access to books to read at home which are suitable for their reading ability. When children have progressed through all book bands to Lime, the teacher will then recommend and monitor books for the children to read.

In EYFS, children have the opportunity to share their success with their decodable reading practice book (Green dot book) with their family via the eCollins app. The books are uploaded each week. Reading for pleasure books (Library/Red dot books) also go home for parents to share and read to children.

In order to increase the opportunities for children to read phonically decodable texts matched to their phonic ability, the children also take home each week a phonically decodable book matched to the Little Wandle scheme.

We use the [*Little Wandle Letters and Sounds Revised parents' resources*](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Impact

The primary impact will be sustained progress for all children throughout their time at Woodston Primary School. We have very clear expectations in terms of reading progression:

EYFS	Year 1	Year 2	Year 3	Y4+
By end of Reception year: 50% of children reading Yellow books.	By the end of year 1: 85% of children reading Green book	By the end of year 2: 85% of children reading White/Lime books with GDS free reading.	At least 80% of children should be free readers by the end of Y3.	Free reading for at least 80%.

A further measure of impact is the of quality of teaching and learning; consistency with our curriculum approach and fidelity to our systematic synthetic phonics programme. These will be evaluated through monitoring activities including:

- learning walks
- lesson observations
- pupil voice
- whole school moderation
- Trust moderation
- book looks
- planning scrutiny
- data analysis
- parent feedback
- staff feedback

The Early Reading Leaders use the Audit and Prompt cards to regularly monitor and observe phonics and guided reading teaching; alongside the class teachers, they use the summative data to identify children who need additional support and gaps in learning.

All middle and senior leaders can monitor the impact of this policy, with findings being shared with the English Team and wider Senior Leadership Team.

Assessment

Phonics

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for **Reception** and **Year 1** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need. Children accessing Keep up support are reassessed every 3 weeks and this information is then used to plan any additional support if needed.
 - by Early Reading Leaders/Phonics Lead/SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any coaching/additional support can be put into place.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
 - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
 - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A **placement assessment** is used:
 - with any child new to the school in **Reception** and **Year 1** to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The **Rapid Catch-up assessment** is used
 - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- **Statutory assessment**
 - Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- **Ongoing assessment for Rapid Catch-up in Years 2 to 6**
 - Children in Year 2 to 6 are assessed through:

- the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- the Rapid Catch-up summative assessments to assess progress and inform teaching
- the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Reading

In Reception, children will be assessed in line with the EYFS guidance.

In Key Stage 1 and Key Stage 2 all children will be continually assessed against the NC descriptors listed on Insight. Miscue Analysis can be used where appropriate as a diagnostic tool. Reading fluency will be assessed using 90 word per minute age-appropriate texts and Pixl resources.

End of Key Stage assessments will be administered in line with government guidelines.

All teachers will report on progress in reading to parents through parent consultations and annual reports.

Inclusion and Equal Opportunities

All children have the right to develop a love of reading and to access a range of books for pleasure. Those children with English as an additional language or who have an APDR may have specific additional activities which will aid the development of their reading. These individual children may be given additional one to one reading sessions and individual led reading activities. Likewise, booster sessions may be given to extend and challenge the most able of readers.